

Simpsonville Elementary

200 Morton Avenue
Simpsonville, SC 29581

Grades	K-5 Elementary School	
Enrollment	686 Students	
Principal	Jan H. James	864-355-8300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	42	17	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Average	Unsatisfactory	No

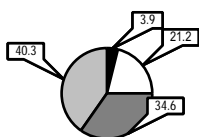
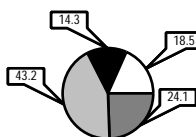
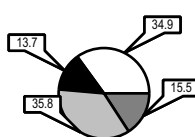
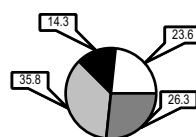
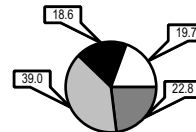
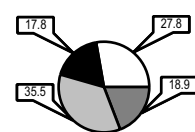
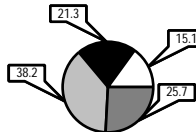
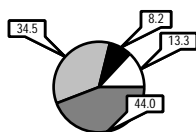
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	361	92.2	18.8	41.4	35.6	4.2	54.4	Yes	Yes
Gender									
Male	203	91.1	25.4	41.6	30.1	2.9	45.7	N/A	N/A
Female	158	93.7	10.3	41.2	42.6	5.9	65.4	N/A	N/A
Racial/Ethnic Group									
White	232	95.3	13.2	40.6	40.6	5.7	62.3	Yes	Yes
African American	86	84.9	33.8	42.6	23.5	0.0	35.3	Yes	No
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	87.9	27.3	50.0	18.2	4.5	36.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	264	98.9	12.2	41.2	41.2	5.3	62.0	N/A	N/A
Disabled	97	74.2	43.8	42.2	14.1	0.0	25.0	No	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	361	92.2	18.8	41.4	35.6	4.2	54.4	N/A	N/A
English Proficiency									
Limited English Proficient	36	88.9	26.9	46.2	23.1	3.8	38.5	I/S	I/S
Non-Limited English Proficient	325	92.6	18.0	41.0	36.7	4.2	55.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	87.3	30.3	49.5	18.2	2.0	35.4	Yes	Yes
Full-pay meals	227	95.2	13.3	37.6	43.8	5.2	63.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	361	94.7	15.2	44.0	25.6	15.2	55.1	Yes	Yes
Gender									
Male	203	94.1	14.0	42.7	26.4	16.9	57.9	N/A	N/A
Female	158	95.6	16.7	45.7	24.6	13.0	51.4	N/A	N/A
Racial/Ethnic Group									
White	232	96.6	7.9	42.3	29.8	20.0	63.7	Yes	Yes
African American	86	89.5	40.8	45.1	14.1	0.0	28.2	No	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	33	93.9	8.7	52.2	26.1	13.0	56.5	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	264	100.0	12.1	43.3	27.1	17.4	60.3	N/A	N/A
Disabled	97	80.4	26.1	46.4	20.3	7.2	36.2	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	361	94.7	15.2	44.0	25.6	15.2	55.1	N/A	N/A
English Proficiency									
Limited English Proficient	36	94.4	7.4	55.6	25.9	11.1	55.6	I/S	I/S
Non-Limited English Proficient	325	94.8	15.9	42.9	25.6	15.6	55.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	134	92.5	27.9	44.2	20.2	7.7	38.5	Yes	Yes
Full-pay meals	227	96.0	9.0	43.9	28.3	18.9	63.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	361	96.7	34.9	35.8	15.5	13.7	29.3
Gender							
Male	203	96.6	33.7	34.2	16.3	15.8	32.1
Female	158	96.8	36.6	37.9	14.5	11.0	25.5
Racial/Ethnic Group							
White	232	98.3	22.9	38.1	20.2	18.8	39.0
African American	86	94.2	63.8	27.5	7.5	1.3	8.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	33	90.9	48.0	44.0	4.0	4.0	8.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	264	99.6	27.9	36.4	19.4	16.2	35.6
Disabled	97	88.7	54.5	34.1	4.5	6.8	11.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	361	96.7	34.9	35.8	15.5	13.7	29.3
English Proficiency							
Limited English Proficient	36	91.7	44.8	44.8	6.9	3.4	10.3
Non-Limited English Proficient	325	97.2	34.0	35.0	16.3	14.7	31.0
Socio-Economic Status							
Subsidized meals	134	94.8	52.6	34.2	7.0	6.1	13.2
Full-pay meals	227	97.8	25.8	36.7	19.9	17.6	37.6

Social Studies							
All Students	361	96.4	23.4	35.9	26.3	14.4	40.7
Gender							
Male	203	96.1	24.9	32.3	26.5	16.4	42.9
Female	158	96.8	21.4	40.7	26.2	11.7	37.9
Racial/Ethnic Group							
White	232	97.8	15.3	36.9	30.2	17.6	47.7
African American	86	94.2	43.8	37.5	12.5	6.3	18.8
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	33	90.9	36.0	20.0	36.0	8.0	44.0
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	264	99.6	16.6	36.0	29.6	17.8	47.4
Disabled	97	87.6	42.5	35.6	17.2	4.6	21.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	361	96.4	23.4	35.9	26.3	14.4	40.7
English Proficiency							
Limited English Proficient	36	91.7	27.6	31.0	31.0	10.3	41.4
Non-Limited English Proficient	325	96.9	23.0	36.4	25.9	14.8	40.7
Socio-Economic Status							
Subsidized meals	134	94.8	36.8	38.6	18.4	6.1	24.6
Full-pay meals	227	97.4	16.4	34.5	30.5	18.6	49.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	121	100.0	13.0	41.7	41.7	3.5	45.2
	4	110	100.0	17.8	44.6	37.6	0.0	37.6
	5	132	100.0	20.6	57.1	20.6	1.6	22.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	108	99.1	13.9	24.8	55.4	5.9	61.4
	4	122	91.0	23.8	50.5	22.9	2.9	25.7
	5	131	87.8	18.4	48.5	29.1	3.9	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	121	100.0	13.0	55.7	18.3	13.0	31.3
	4	110	100.0	23.8	40.6	22.8	12.9	35.6
	5	132	100.0	28.6	45.2	11.9	14.3	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	108	99.1	7.9	43.6	32.7	15.8	48.5
	4	122	95.1	20.4	39.8	25.0	14.8	39.8
	5	131	90.8	16.8	48.6	19.6	15.0	34.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	121	100.0	32.2	47.8	13.9	6.1	20.0
	4	110	100.0	34.7	37.6	16.8	10.9	27.7
	5	132	100.0	39.7	31.7	18.3	10.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	108	100.0	25.5	44.1	14.7	15.7	30.4
	4	122	95.9	38.6	29.8	18.4	13.2	31.6
	5	131	94.7	39.5	34.5	13.4	12.6	26.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	121	100.0	9.6	55.7	20.9	13.9	34.8
	4	110	99.1	12.0	45.0	24.0	19.0	43.0
	5	132	100.0	15.9	47.6	23.0	13.5	36.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	108	100.0	13.7	27.5	41.2	17.6	58.8
	4	122	95.9	31.6	40.4	17.5	10.5	28.1
	5	131	93.9	23.7	39.0	22.0	15.3	37.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 686)				
First graders who attended full-day kindergarten	94.7%	Down from 95.0%	100.0%	100.0%
Retention rate	3.4%	Down from 3.6%	2.0%	2.8%
Attendance rate	97.0%	Up from 96.4%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%	Up from 6.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%	Down from 6.6%	0.0%	0.0%
Eligible for gifted and talented	12.8%	Down from 16.5%	17.1%	10.4%
On academic plans	32.1%	N/AV	25.6%	33.6%
On academic probation	0.8%	N/AV	1.1%	1.0%
With disabilities other than speech	13.0%	Down from 14.6%	7.6%	7.5%
Older than usual for grade	1.0%	Down from 1.3%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	47.6%	Up from 47.5%	57.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.8%	N/A	1.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	90.2%	Up from 84.6%	88.8%	87.3%
Teacher attendance rate	95.0%	Down from 95.4%	94.7%	94.9%
Average teacher salary	\$45,846	Up 3.3%	\$43,841	\$42,485
Prof. development days/teacher	9.1 days	Down from 13.9 days	11.9 days	13.3 days
School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	15.4 to 1	Down from 21.8 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.2%	Down from 90.3%	90.3%	89.7%
Dollars spent per pupil*	\$5,292	Up 2.7%	\$5,924	\$6,557
Percent of expenditures for teacher salaries*	68.4%	Down from 73.3%	65.7%	64.0%
Percent of expenditures for instruction*	72.4%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	100.0%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Simpsonville Elementary faculty, staff, PTA and SIC worked together to develop a mission, shared vision, and school goals for the 2005-2006 school year. In developing our Strategic Plan, we reviewed the most recent test data, state standards for learning, and the District Education Plan. Our mission is "Preparing students to be productive, respectful, and responsible." A priority for Simpsonville Elementary is to raise the academic challenge and performance of each student by increasing the percentage of students scoring Proficient or above on PACT English/Language Arts by 5% and Mathematics by 5%. We are providing a school environment supportive of learning by promoting character education as well as civic and personal responsibility. We have improved public understanding and support of our school by involving parents and volunteers as partners with our school in Junior Achievement, Walk at School Day, SEEDS literacy program, a before-school math computer lab and small group tutoring. Through teacher websites, all parents have access to current information from their children's classes. We have promoted character education and civic responsibility through collecting canned goods, school supplies for the Children's Hospital, money for Katrina Relief, and participation in Jump Rope for Heart. We also adopted a family for yearlong support. These projects help our students learn firsthand the rewards of helping others in our community. Simpsonville Elementary has raised over \$188,000 for Jump Rope for Heart since 1981. Success will be measured by student performance on standardized tests, MAP tests, student work samples, and attendance logs for conferences, PTA meetings, and staff development.

Our vision is to help each child reach or exceed his or her full potential by providing creative and challenging learning opportunities. Field trips at each grade level coordinate with and enrich our curriculum. An Artist-in-Residence program provided our students an opportunity to use watercolors to paint a rendering of a lighthouse they had researched.

Simpsonville Elementary School has a long history of strong academic achievement. We believe that the use of the Four Blocks Reading model, Every Day Counts Math, Larson's Math, academic enrichment, and outstanding parental support of academic programs contribute to student success. We have an experienced instructional staff, many of who have advanced degrees. The support of parents and the community is evidenced by tremendous support of our SEEDS program, Reading Counts and Morning Math Achievers, which were offered to students through volunteers working with classroom teachers. We are continuing our efforts to maintain an atmosphere where parent and community involvement are encouraged.

With Academic Achievement as our # 1 priority at Simpsonville Elementary we made teaching all students the focal point of planning. Academic standards were enhanced by professional development, the information gained through the development of our Strategic Plan and the ongoing analysis of standardized test scores and other data.

Jan H. James, Principal
Mrs. Vicki Brown, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	97	79
Percent satisfied with learning environment	97.5%	86.3%	87.2%
Percent satisfied with social and physical environment	95.0%	88.7%	84.2%
Percent satisfied with school-home relations	100.0%	86.5%	78.7%

*Only students at the highest elementary school grade level at this school and their parents were included.